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ABSTRACT

The community served by Towns Elementary School has changed from a black neighborhood of upper middle class homeowners to a neighborhood where the majority of the houses are now rented to lower socioeconomic status residents. Pupils now, possibly because of their environmental circumstances, exhibit behaviors which indicate needs for remediation of social skills. Funds allocated under Title I of the 1965 Elementary Secondary Education Act for neglected children provide the support for a variety of activities directly involving the children from the Carrie-Steel-Pitts Home for Children. The courselor and one teacher aide work with the 110 children helping them develop appropriate social behaviors and also to modify their deficienceis in academic skills. The Youth-Tutoring-Youth project is likewise funded by Title I. Late in the school year, a program funded under Title IV-A of the Social Security Act was implemented which provides day care services for 40 preschool children of the Towns School Community and an extended day program for school-age siblings of the preschool group. This program is designed to make it possible for mothers of these children to be trained for and/or obtain gainful employment and, thus, to be self-supporting and to benefit from interaction with the larger community. (Author/JM)

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RESEARCH AND DEVELOPMENT REPORT

Vol. VII, No. 49 April, 1974

AN INSTRUCTIONAL PLAN INTEGRATING A COMMUNITY AGENCY PROGRAM

TOWNS ELEMENTARY SCHOOL
1972-73

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I. RATIONALE

The community served by Towns Elementary School, located in the southern portion of the Northwest quadrant of Atlanta, has experienced transition in the last three years from a black neighborhood of upper middle class homeowners to a neighborhood where the majority of the houses are now rented to lower socio-economic status residents. Illustrating the changes this has brought about in the school's program, free lunches have gone from five per cent only a few years ago to a steadily increasing rate in the last three years to 71 per cent at the present. Three years ago there were requests for five shoe certificates. This year there were fourteen.

In spite of the fact that there have been no new housing units built in this length of time, enrollment has increased from 602 to 643 indicating a greater number of residents per dwelling unit. Principals and teachers observed a need for different kinds of instructional materials to be used including more developmental learning materials geared to a slower pace.

The mobility rate has increased, introducing the problems that are associated with frequent moving in and out of a school district. Although figures concerning family stability are not available, the school staff has observed that now there are many more single parent households. A greater number of health services now need to be provided. Eye tests are given to all the children, and when a family requests it, glasses are provided to those who need them. This year, fifteen children received glasses. The Southside Health Center provides other health services such as hearing aids and some cases surgery to correct vision problems. Table 1 summarizes some of these data referred to above.

TABLE 1

ENROLLMENT, MOBILITY, AND ATTENDANCE FIGURES FOR THREE YEARS AT TOWNS SCHOOL

	70-71	71-72	72-73
Enrollment	602	607	643
Mobility	.09	.16	.15
Attendance	94.9	93.7	95.1

II. NEEDS

Pupils now in the Towns community, possibly because of their environmental circumstances, exhibit behaviors which indicate needs for remediation of social skills. In addition to acting out behaviors, and others that interrupt the classroom process, there are those which constitute disruptions to the larger society. The principal and counselor find a large amount of their time is spent with some students as young as ten years old, male and female, who leave school without permission and are apprehended shoplifting and participating in other socially unacceptable activities.

One group at Towns especially in need of help are the institutional children who come from a home for neglected children, the Carrie-Steele-Pitts Home, located in the school district. These children need some unstructured time for creative activities. As a result of living in the highly structured environment that the institution must provide, they need to be given some opportunities to make some personal choices about their time utilization. There are some children in this group who are emotionally disturbed and have received some psychological help, but frequently disrupt classes with such behaviors as spurts of violence to teachers and fellow pupils.

Many children are chronic absentees from school due to the fact that their parents require them to stay at home in order to care for younger siblings. When the day care center at Towns was preparing to open in February this year, fifty letters were sent out to parents who might be interested, giving information about the service. The school received two hundred calls of inquiry. One evidence of a specialized need is the fact that one pupil presently in the seventh grade at Towns has a baby among the forty under the care of the day care center. There are others in the center who are the children of adolescents who have been in Towns and are now at the nearest high school.

According to the teachers and principal, most of the children present at Towns and surely those who are in the care of the institution need assistance in the development of a system of values which will help them learn to respect the personal and property rights of others.

A higher level of aspiration for achievement in intellectual activities will need to be developed, possibly through utilizing learning strategies that move at a slower pace developmentally, in order to assure success.

III. GOALS

In response to the needs of the pupils at Towns Elementary School, all of which cannot be met by the school alone, these goals have been identified:

A. To develop basic academic skills through the utilization of procedures appropriate to the individual needs of the children.

B. To organize experiences and provide guidance from adults in order to help pupils develop a system of values and the social skills that will aid them in growth toward mature citizenship.

C. To make available the health care that is needed by the pupils which parents cannot provide.

D. To provide day care services for those children whose parents must work away from home, and after school hours care for the school age siblings of those children.

The faculty and staff at Towns work with many other community agencies in an effort to reach these goals.

IV. BEHAVIORAL OBJECTIVES

A. The general school program assisted by funds from Title I is designed to reach these objectives for the institutional children of Towns, all of whom are integrated in the regular school program:

1. The institutional children who have been at Towns for three years will achieve at the same rate as, or better rate than other pupils at Towns according to standardized academic achievement test scores.

2. As a result of the guidance of teachers, and the counselor provided through Title I funds, the values, and social skills of the institutional children will be reflected in a measure of school sentiment that will be equal to, or better than, the measure of non-institutional pupils at Towns.

3. Health care services will be provided for all children of Towns as needed when parents cannot or do not provide them.

B. The day care program for children provided by Title IV-A will achieve the following:

1. Given the opportunity to participate in a twelve month child development program, two, three, and four year old youngsters from low income families will develop a positive self-image, oral language skills, and concept formation equivalent to or above age norms as measured by the rating scale developed by the Southern Regional Education Board (SREB, ages 0 to4).

2. The development and skills measured by Basecheck will be more developed upon kindergarten entrance for children with day care experience than for children with no group preschool experience.

3. Given the opportunity to participate in an extended day care program, kindergarten and school-age children will have their social skills enhanced while being properly supervised by day care workers.

4. Given the opportunity to have day care services provided, the working one-parent head of household will maintain employment or remain enrolled in a job training program, preliminary to securing and maintaining employment. The parent will indicate the degree to which the day care services will be helpful by responding to a questionnaire to be developed.

V. CRITICAL VARIABLES

A. Reading skills.

B. Arithmetic skills.

C. Attitude toward school

1. Teachers
2. School subjects
3. Learning
4. School climate
5. Peers
6. General.

D. Health services delivered.

E. Aspects of day care services

1. Early Childhood Development (Ages 0-5)

a. Social Behavior

b. Emotional growth

c. Physical development

d. Self-help skills

e. Cognitive growth

f. Attendance.

2. School-Age Children

a. Self-concept

b. Attitude toward school

c. Attendance at school

d. School achievement compared to that of children of similar home backgrounds who are not in day care or compared to that for each child the previous year.

3. Services to Parents

a. Number of parents working

b. Number of welfare participants in training for work

c. Parents' attitude toward day care program.

VI. STAFF AND FACILITIES

The Towns school building was initially occupied during the 1962-63 school year. Accommodation for air conditioning was designed into the building but budgetary limitations at the time prohibit installation. As a consequence, there is greater discomfort in warm weather than in some older buildings due to the lack of cross ventilation and operable window sash. Built to house 525 originally, its peak enrollment during the 1972-73 school year was 674.

In the 22 classrooms there are three sections of grades one through seven, except that there are two of third; one kindergarten, a teacher for the Educable Mentally Retarded (EMR), and a school librarian. Part-time teachers are provided for art, vocal, band, string music, and speech correction. Title I funds provide a counselor and one teacher aide to conduct the English-Reading Program and to assist classroom teachers in aiding the academic and social development of the 110 institutional children.

The grades are subdivided into self-contained classrooms in grades one through four. Grade five has a modified Joplin plan with students grouped for reading and math. Otherwise, in this grade the groupings are heterogeneous. Grades six and seven are departmentalized with homogeneous groupings for reading and math.

The EMR teacher had ten students in the class. Six students were at Bankhead Center for diagnostic and remedial work. There is one trainable mentally retarded pupil and there are five emotionally disturbed children on the roll.

VII. SUPPORTING PROJECTS

Carrie-Steele-Pitts Home

Title I funds for neglected children provide the support for a variety of activities directly involving the children from the Carrie-Steel-Pitts Home for Children. The counselor and one teacher aide work with the 110 children helping them develop appropriate social behaviors and also to modify their deficiencies in academic skills.

The Youth-Tutoring-Youth project is likewise funded by Title I and pays participants from the children's institution for helping others to improve academic skills.

Title IV-A Day Care Center

Late in the school year, a program was implemented which provides day care services for 40 Preschool children of the Towns School Community and an Extended Day program for school-age siblings of the preschool group. This program is designed to make it possible for mothers of these children to be trained for and/or obtain gainful employment and, thus, to be self supporting and to benefit from interaction with the larger community.

Those children whose mothers are minors are cared for so that the young mothers may complete their schooling and be better qualified for self-sustaining employment and job improvement training.

All aspects of this project support the instructional program of Towns School in that they make possible regular attendance for a larger number of children. Otherwise, many children would either drop out at an early age to care for ones own baby, or would be required to remain at home to care for a sibling while the mother works away from home. In addition, such services enhance the parents' respect for the school as a community institution thus, providing greater active and subtle support for the academic goals of the school.

VIII. EVALUATION

To measure the progress made in achieving goals and objectives, formal and informal measures were used. The achievement tests are instruments validated on nationwide norm groups according to accepted statistical practices. Therefore, they can be depended on for a high degree of reliability and validity. However, the attitude tests and the questionnaires are extremely limited as dependable measuring instruments. They can, however, give some insights into the factors which contribute to a school's overall effectiveness.

Both kinds of tests, however, must be recognized as having the limitation always imposed by standardization. That is, the unique characteristics of the pupils, teachers, parents, and the local community were not reflected in the test construction. Therefore, interpretation of test results must take into account the population's features that differentiate it from the norm. The Division of Research and Development has generated a Predicted Achievement Quotient which may be considered to reflect the limitation. It will be discussed in the Findings Section.

Achievement

To verify changes in achievement levels, the pre and post measures of the Metropolitan Achievement Tests (MAT) were utilized. Published by Harcourt, Brace, and World, Inc., the subtests Word Knowledge, and Reading, 1959 Revision were used. The test series' first edition appeared in 1932 and a second edition in 1947-1950.

Norms were established in 1958 for the edition used. The sample for establishing the norms was 500,000 pupils tested in 225 school systems stratified for four geographic regions, and seven categories of population number. Reliability coefficients ranged from .81 to .95 on the various subtests.

In addition, scores for Iowa Tests of Basic Skills (ITBS) were analyzed. The Iowa Tests of Basic Skills (ITBS) prepared at the University of Iowa under the direction of A. N. Hieronymus an E. F. Lindquist is used for state-wide testing as well as in the local system. The tests were standardized with a norm group of 127,265 pupils stratified for geographic region, size of city, and percentage of population in total. In Georgia, the norm group was represented by pupils from Atlanta, the Atlanta Diocese of Catholic Schools, and Quitman County.

The scores on the ITBS are reported as grade equivalents; meaning that the raw score of any pupil is the same as that made by a typical pupil at the grade level of his grade equivalent score. The grade equivalent should be regarded as an estimate of where the pupil is along a developmental continuum, not where he should be placed in the graded organization of the school.

The tests measure only a part of the outcomes sought in schools -- only the basic skills which are amenable to objective measurement.

Self-Concept and School Sentiment

The School Sentiment Index (SSI) from Instructional Objective Exchange provided data from the estimates of growth in the affective area were made.

The index is an inventory of thirty questions read orally by the tester. Pupils mark their papers yes or no on specially designed sheets. The primary level version has special picture-keyed response sheets. The questions concern several aspects of school attitudes: teacher, learning, climate, peer, and general. Administered outside

the regular classroom by an objective tester (not the teacher) and in complete anonymity, the test asks straight-forward questions such as, "Do you like the other children in your class?" Results are reported as the percentage of positive responses.

At the beginning of the year both School Sentiment Index (SSI) and Self-Appraisal Inventory (SAI) were administered. However, when a correlation coefficient was computed, it was found that the two were related at a level above .90. Therefore, it was decided to administer only the School Sentiment Index (SSI) as a posttest and consider the findings to be a reflection of both self-concept and school attitude. It is likely that there is considerable interaction between the two.

Teacher Attitudes

The Opinionnaire On Attitudes Toward Education was administered to a sample (N = 9) of the teachers in Towns School.

It is a fifty-item scale constructed by H. C. Lindgren and G. M. Patton in 1958 to measure attitude toward child-centered policies and practices in education. The statements are concerned with the desirability of understanding the behavior of students, the desirability of the teacher's using authoritarian methods as a means of controlling the behavior of students, the desirability of subject-matter-centeredness as contrasted with learner-centeredness.

The reliability coefficients range from .64 for a short form to .82 for the fifty-item form, and .99 for a Portuguese version used in Brazil.

Parents Opinion

As an additional guide to evaluating the school program, questionnaires were sent out soliciting the opinions of parents regarding the effectiveness of the instructional program and requesting suggestions for programs and procedures which might enable school personnel to reach the goals identified. (See Appendix for questionnaire form).

Day Care Center

Although this program began so late in the school year that a true measure of progress could not be made, a rating scale was used to assess the status of children in the center and to diagnose their needs. An instrument designed by the Southern Regional Educational Board (SREB) was used:

A. Infants 0-2, Form A.

B. Children ages 2-5, Forms B, C, and D revised.

C. Post day care, age 5, Basecheck.

Parents' forms are filed monthly indicating the number of parents being served who are working or in training or on welfare.

IX. PROGRAM

Student Council

The school counselor meets every Tuesday with the student council consisting of one representative from each grade level. They elect their own officers, handle certain kinds of student problems, and plan weekend activities as well as projects that are of benefit to the school. This year they developed a beautification project which resulted in the planting of trees and grass and installation of decorative chain along walkways to protect the planted areas.

The counselor has worked with students also to arrange outings of overnight camping, trips to sporting events and to the circus, with parents providing the transportation.

Additionally, they have developed a car wash project for which performance standards were developed so that no money was accepted for the task until it met the pre-set standards.

Physical Education

A seventh grade teacher was elected "Coach of the Year" for his role in development of after school sports. He conducts a Gra-Y Program including volleyball and other sports. Nine trophies were won by the school's pupils during the year and a total of $159 was raised for free Gra-Y memberships.

A Towns School parent was instrumental in organizing a Little League Team for the community. Merchants and other interested persons provided uniforms, held parades, and were a major force in obtaining $10,000 in improvements in Collier Park where activities take place.

Parent Meeting

Every Wednesday from one o'clock to three o'clock an open meeting is held in which parents and the principal informally discuss plans for helping implement the school program. At this time problems related to the school programs may be introduced. Although only eight to twelve parents attend this session the principal estimates that one-fifth of the families in the school are involved because the group is not identical each week. These parents assist in arranging transportation for outings and in supporting the organizations and projects sponsored by the parents and faculty of the school. Some of the projects and organizations sponsored include:

A. A Cub Scout and a Boy Scout Troop.

B. A Brownie and a Girl Scout Troop.

C. A Fourth Grade Girls Club.

D. A Boys Chorus.

E. A 4-H Club (to begin June 1973).

F. Thanksgiving Food baskets.

G. UNICEF (The United Nation's Children's Fund) ($113 collected this year).

H. Easter Seals.

I. Red Cross.

J. Ira Jarrell Student Assistance Fund.

Other activities promoted by this group include a seventh grade party at the Regency Hyatt House with refreshments and a live band, and promotion day exercises featuring Senator Leroy Johnson as speaker.

Rap Session Day

Every Thursday, any time during the day, pupils are free to go without prior arrangement to the principal's office to informally discuss any subject, personal or public, which he would like to present for consideration. Teachers have standardized the rules and regulations in all classes as a result of such sessions. Sometimes problems are referred to the student council which has developed its own rules and procedures for dealing with appropriate cases.

Sewing Lessons

A sixth grade teacher with six sewing machines that had been allocated to the school for a summer program has continued lessons for interested pupils on Saturdays and some school day afternoons. There are 9 to 15 sixth and seventh grade youngsters in this activity. In addition to the sewing lessons, she provides occasional swimming outings. One Saturday the teacher and pupils planned a picnic; the pupils brought the food and invited other teachers and the principal. According to the teacher an objective of this activity, besides the teaching of sewing skills, is the development of a wholesome attitude toward the use of leisure time, and toward relationships with a variety of other persons.

Youth-Tutoring-Youth (YTY)

In this YTY Project all of the tutors are youngsters from the Carrie-Steele-Pitts Home. They are paid from the Title I funds for this purpose and have been with the program for three years. In addition to helping with school work, they are developing among the tutees and themselves, career awareness. A field trip to Walton Clothes Manufacturer in Logansville, Georgia reinforced the learnings that many of them had in participating in the sewing classes. In addition to these activities, the YTY group, tutors and tutees, made hanging flower baskets for the school cafeteria.

Health Care

The school staff with parent assistance screened all students with vision problems. Glasses were provided for twelve students and one student was referred for eye surgery.

All students have also been screened for auditory acuity.

Six pupils are transported to a dental clinic each Tuesday; and those requiring psychological care are taken to Adamsville Health Center or to Bankhead Center.

Exemplary Instructional Activities

Among the activities designed by the faculty to aid in pupils' intellectual skills development are two noteworthy for the cooperative planning between teachers.

In one, a fourth grade class wrote a play which developed from interest in reading and grew into a project having fourth grade students read stories to the kindergarten children.

In another class, a librarian and sixth grade teacher worked together to develop contracts for students to use in doing reference work in the library. One activity designed to concentrate on the affective domain of instructional objectives was one done by a seventh grade class. Considering the importance of developing a personal value system, they went to the movie "Sounder" and used a discussion following the excursion to identify the values associated with the structured nuclear family. This activity seems particularly appropriate in view of the fact that many of the problems encountered by Towns' pupils arise, at least in part, from the lack of a cohesive family unit in which to learn the skills required for appropriate socialization in the large-community culture.

X. FINDINGS

Achievement

In March of 1973 all pupils were given the Iowa Tests of Basic Skills (ITBS) to assess the level of accomplishment in the basic cognitive areas of school achievement goal. The test battery included subtests in reading and math for all grades. In addition, for grades three through seven there are spelling, capitalization, punctuation and usage in the language skills area, and map, graph and table reading as well as use of reference materials in the area of study skills.

Findings of these tests are summarized in the graphs (Figures 1, 2, 3, and 4). The graphs indicate a level of attainment relative to a national norm.

The dotted line indicates the level of attainment expected at the sixth month of a grade year, the time at which the test was administered.

The other lines represent the level achieved by the highest and lowest fourth of the pupils in each grade level, and the mean score of the whole group.

An interesting observation to be made from these results is that in this school as well as in others (See Figure 5) the point at which scores break away from the national norm is at third or fourth grade. This presents a number of points about which one may speculate.

TOWNS ELEMENTARY SCHOOL
STUDY SKILLS ACHIEVEMENT
1972-73
IOWA TESTS OF BASIC SKILLS

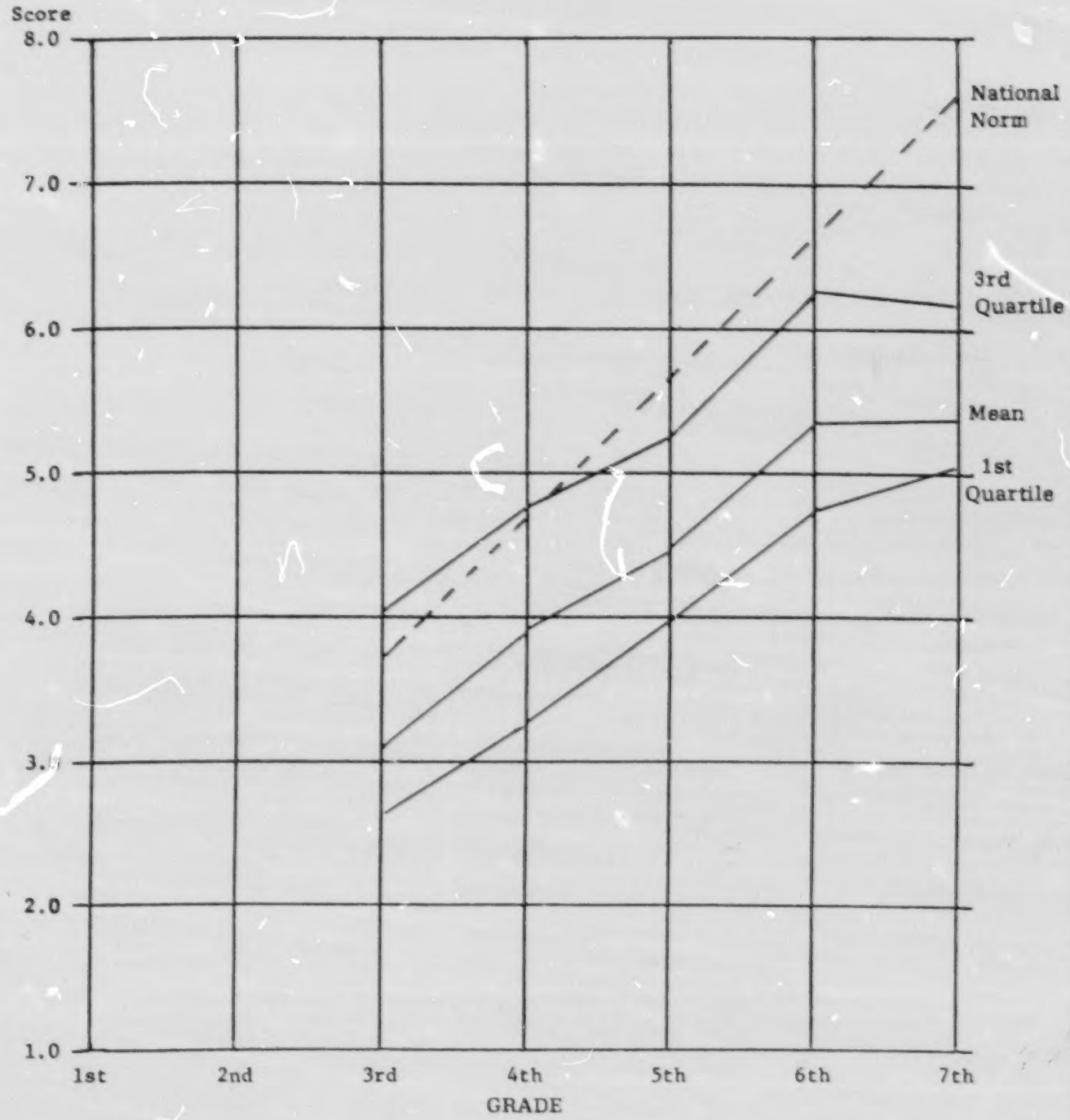


FIGURE 1

TOWNS ELEMENTARY SCHOOL
MATH ACHIEVEMENT
1972-73
IOWA TESTS OF BASIC SKILLS

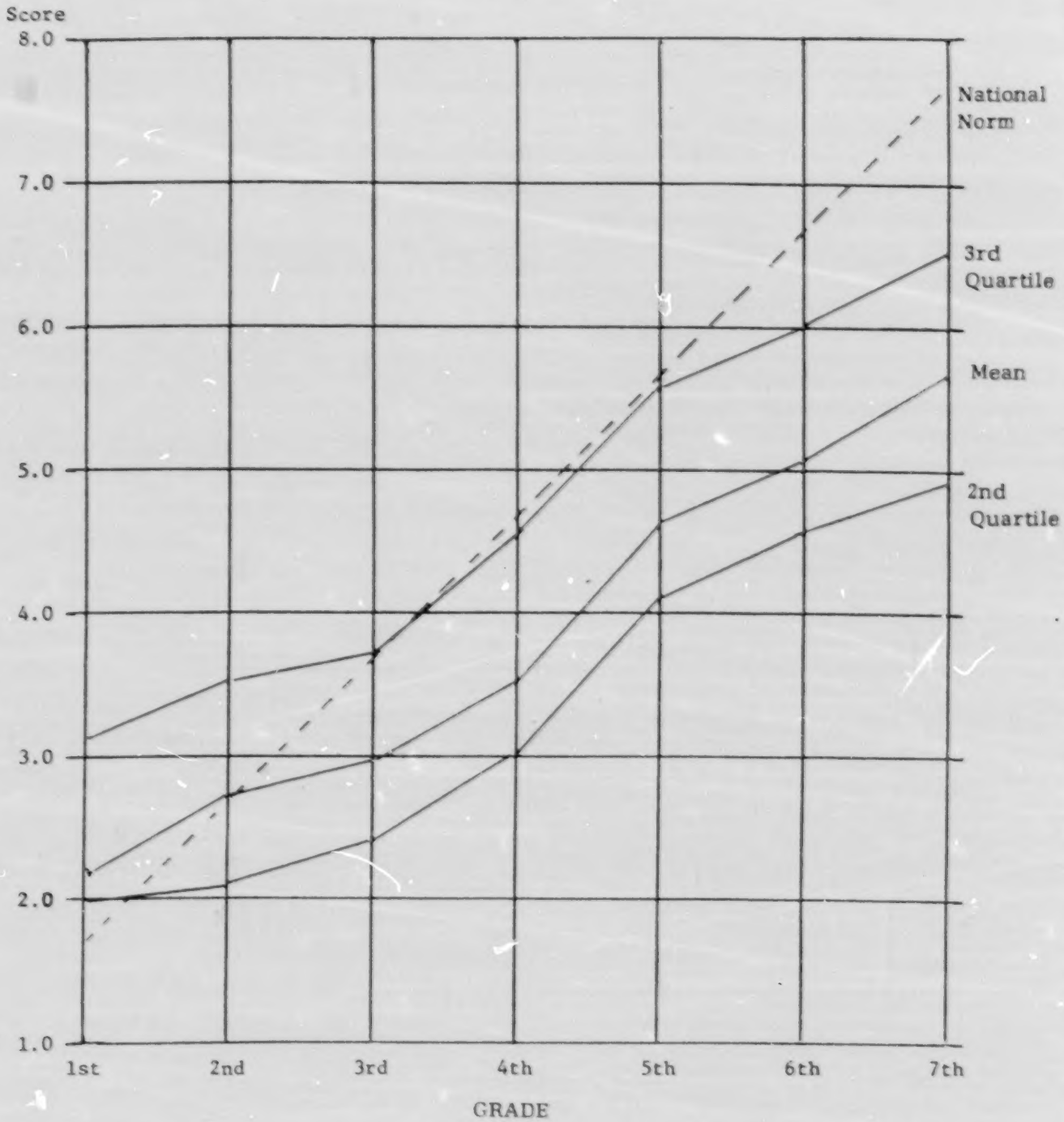


FIGURE 2

TOWNS ELEMENTARY SCHOOL
READING ACHIEVEMENT
1972-73
IOWA TESTS OF BASIC SKILLS

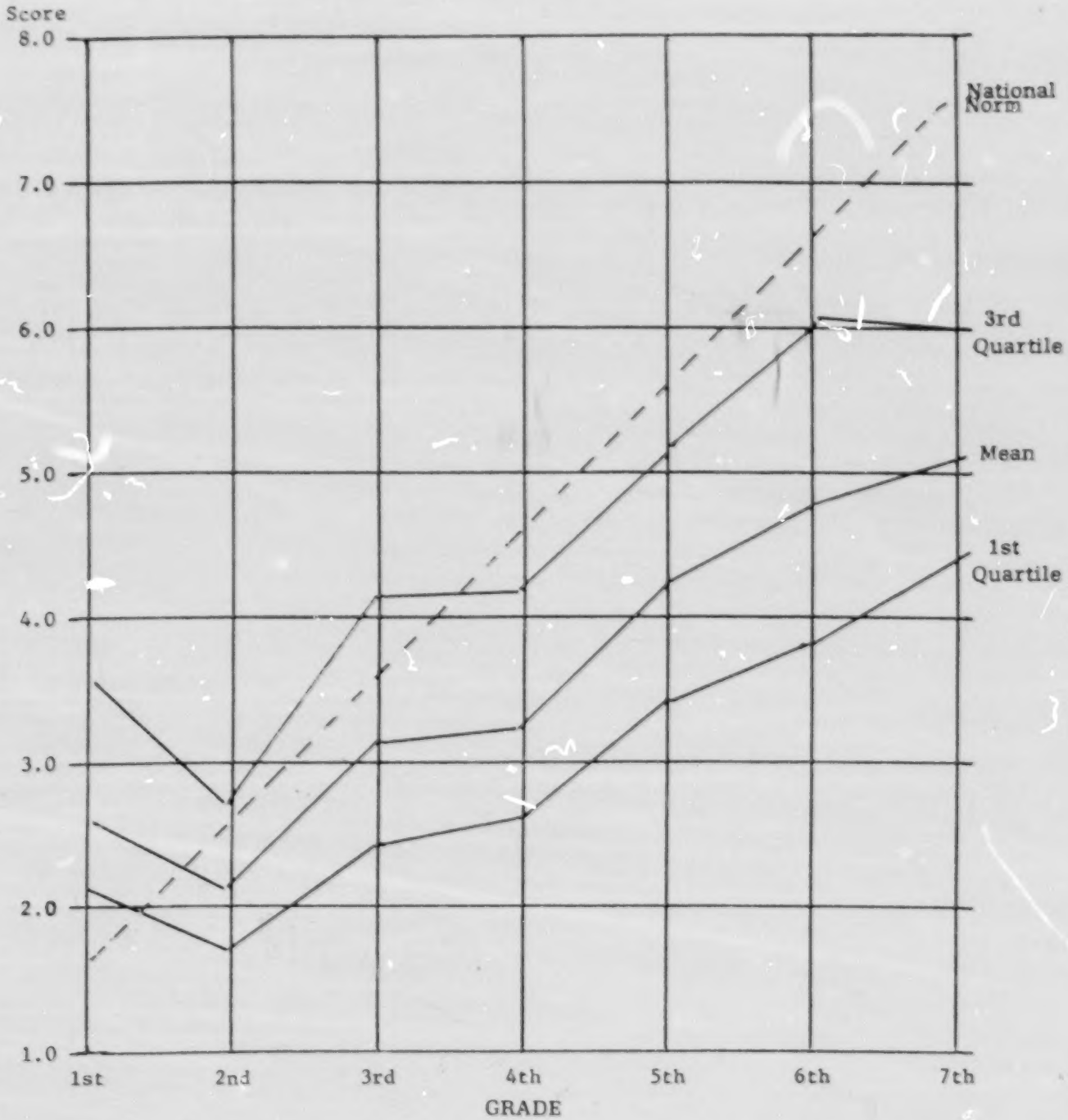


FIGURE 3

TOWNS ELEMENTARY SCHOOL
LANGUAGE USAGE ACHIEVEMENT
1972-73
IOWA TESTS OF BASIC SKILLS

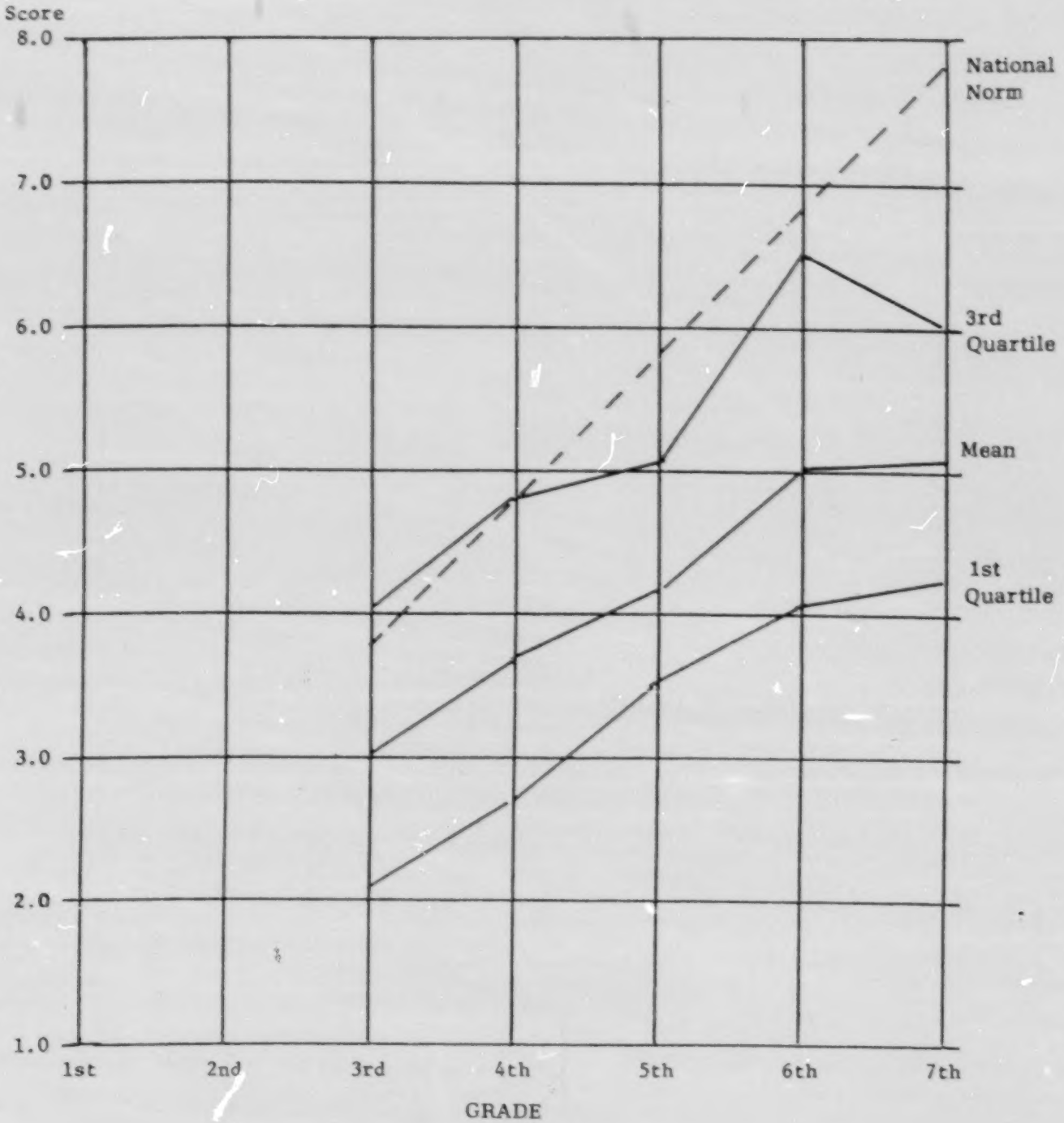
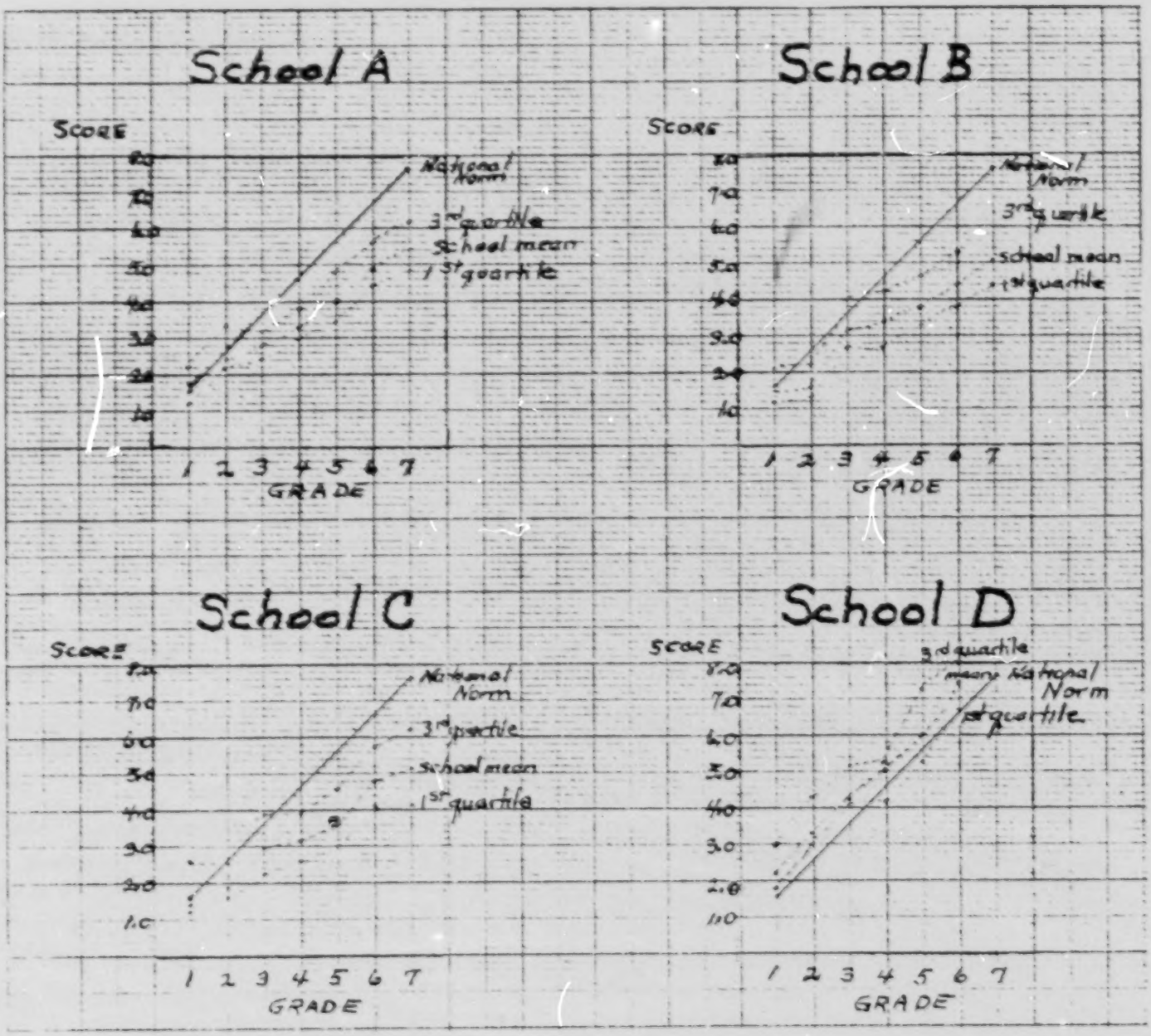


FIGURE 4

FIGURE 5

PATTERNS OF ACHIEVEMENT IN RELATION TO NATIONAL NORMS



One might consider that school is less effective the longer a pupil remains in it. This appears to be true. But it may be due less to anything the school does than to various factors in the pupil's subculture of peers, and interaction with communication media. Once the pupil reaches 8 or 9 years of age his allegiance changes from an attachment to parents and other adult authority figures to a regard for status persons and symbols in the "main stream." If reading, math, standard language patterns, and other school learning activities are not highly important to these status people and not obviously necessary to the acquisition of status symbols, then it is quite unlikely that the pupils will concentrate a large portion of their personal attention and resources on school tasks.

In spite of the speculation that may take place regarding cause and effect, it can be observed that pupils' scores do continue to move in a direction generally parallel to that of the national norm indicating that progress is taking place even though the rate slows markedly at certain points.

Iowa Tests of Basic Skills

Figures 6 and 7 present the scores on the Iowa Tests of Basic Skills (ITBS) in their relation to national norms for each grade level and for each subtest. The figures show that in all subtests first grades perform above the grade level norm. Second graders rank above the norm in math concepts and in total math. After third grade level no grade has a mean score at or above the national norm in any subtest. The figures indicate that there is no one subtest which is low at all grade levels, with the possible exception of language usage.

Predicted Achievement Quotient

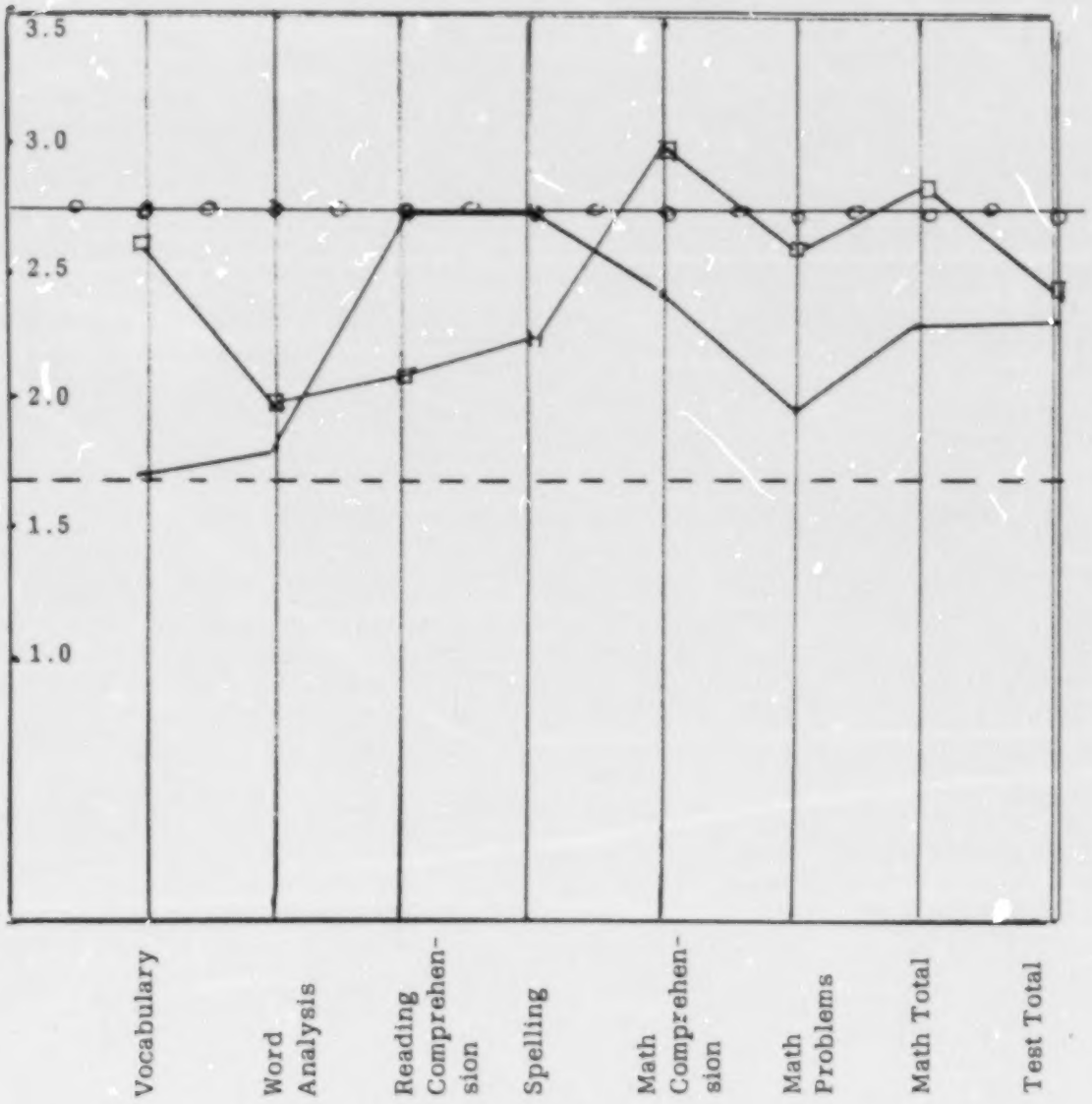
The Division of Research and Development has developed an achievement prediction formula for each school in the system based on information about the several factors, other than quality of instruction, which research literature has shown to be involved in pupil achievement.

Using the information about the six factors, along with the prediction formula, an achievement quotient was computed which is used as an index of pupil achievement in each school.

The factors included in the predicted achievement level were:

A. Number of free lunches (reflecting the socio-economic status of the pupils.)
B. Mobility of pupils in and out of the school district.
C. Previous scores on achievement tests.
D. Pupil-teacher ratio.
E. Per Cent of Attendance.

TOWNS ELEMENTARY SCHOOL
PROXIMITY TO NATIONAL NORM OF MEAN IOWA TESTS
OF BASIC SKILLS (ITBS) SCORES
FIRST AND SECOND GRADES



First Grade ——————

First Grade Norm — — — — — —

Second Grade —□—□—□—

Second Grade Norm —○—○—○—

FIGURE 6

TOWNS ELEMENTARY SCHOOL
PROXIMITY TO NATIONAL NORM OF MEAN IOWA TESTS OF BASIC SKILLS (ITBS) SCORES
3RD TO 7TH GRADES

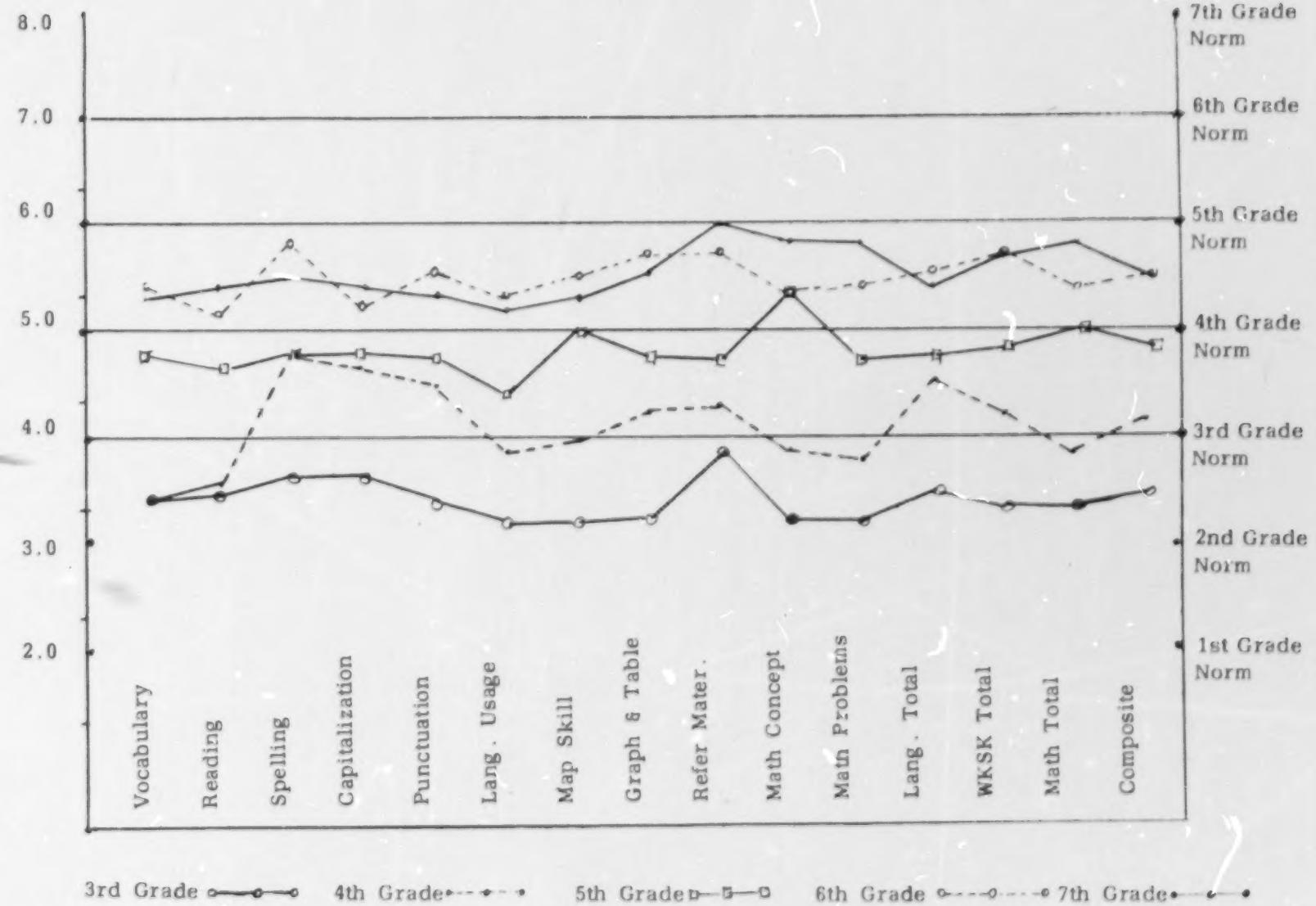


FIGURE 7

For Towns School, the Predicted Achievment Quotient was an average of 104 for all grades in reading and arithmetic subtests. This figure results from dividing the actual score by the predicted score and indicates that the pupils in this school achieved slightly more than was expected, given the handicaps of cultural factors which the school does not control. This rate of achievement places the school in the 83rd percentile of all the schools in the Atlanta system. This rate of achievement is approximately 80 per cent of that of the national norms, placing the school in the 65th percentile of Atlanta schools compared to national achievement figures on the ITBS. (See Table 2).

TABLE 2

OVERALL ACHIEVEMENT QUOTIENTS AND PERCENTILE RANKS

Predicted Quotient	Percentile Atlanta System	National Norm Quotient	Percentile Atlanta System
104	83	80	65

Table 3 gives a breakdown by grade for reading and mathematics subtests, and a composite of all subtests. The same pattern of performance (higher in the lower grades) is apparent here as reported above and shown graphically in Figures 1-4. The Summary Indices reflect this finding.

Metropolitan Achievement Tests

The Metropolitan Achievement Tests (MAT) were given to the children from the Carrie-Steele-Pitts Home for neglected children who are enrolled at Towns. Of the 48 children in the school, 33 took pre and post tests of the Reading and Word Knowledge subtests of MAT. Table 4 shows the results of this test.

The objective of the program is to achieve one month gain for one month of instruction. Five months elapsed between pre and post tests so that .50 is the criterion performance. It can be seen that whereas the overall gain met the criterion level, and the Word Knowledge gain far surpassed it, the Reading gain fell far below. The Reading subtest is particularly important because it is an indicator of the comprehension level of the student, without which the word knowledge is of little value.

TABLE 3

ACHIEVEMENT QUOTIENTS BY GRADE LEVEL
IOWA TESTS OF BASIC SKILLS, APRIL 1973

Grade	Grade Equivalent Score		Summary Indices	
	Actual	Predicted	Predicted Achievement Quotient	National Norm Quotient
		Reading Test Data		
2	2.1	2.0	103	76
3	3.2	2.6	122	84
4	3.3	3.4	98	70
5	4.3	4.1	104	75
6	4.8	4.8	99	71
7	5.1	5.4	94	66
		AVERAGE	103	73
		Mathematics Test Data		
2	2.8	2.2	128	108
3	3.0	2.7	109	81
4	3.6	3.5	102	77
5	4.7	4.3	108	83
6	5.1	5.1	99	76
7	5.6	5.7	97	73
		AVERAGE	107	83
		Composite Test Data		
2	2.4	2.2	108	90
3	3.2	2.8	114	86
4	3.8	3.6	106	81
5	4.5	4.3	103	79
6	5.2	5.1	102	78
7	5.3	5.6	94	69
		AVERAGE	104	80

TABLE 4

METROPOLITAN ACHIEVEMENT TESTS
PRE-POST, 1972-73

Grade	Word Knowledge N	Pre	Post	Gain	Reading N	Pre	Post	Gain
2	10	1.46	2.33	.87	10	1.37	1.16	- .21
3	8	1.56	2.53	.97	8	1.69	1.33	- .36
4	4	2.05	2.53	.48	4	1.78	3.33	1.55
5	5	3.28	4.40	1.20	5	3.06	2.26	- .80
6	3	2.83	4.77	1.94	3	2.21	3.33	1.07
7	3	4.43	6.23	1.80	3	3.13	3.27	.14
			Mean	1.21			Mean	.23
							Overall gain	.72

Of further interest is the per cent of pupils reaching the criterion level of performance. Table 5 shows that each year up to the seventh a greater percentage gained the five months in reading comprehension with an overall of 42 per cent reaching this level. This is puzzling in view of the Summary Indices based on the ITBS reported, indicating progressively poorer performance through the grades. The better performance figures are for Title I students only. Possibly in time, their progress will be reflected in overall school scores.

TABLE 5

TITLE I GAINS IN READING SCORES ON METROPOLITAN ACHIEVEMENT TESTS, PER CENT OF PUPILS GAINING FIVE MONTHS OR MORE

Grade	1st	2nd	3rd	4th	5th	6th	7th	Overall Per Cent
Word Knowledge		.87	.96	.44	.93	.80	--	.80
Reading Comprehension		--	.10	.35	.44	.70	.50	.42

-- Pretest and posttest not recorded.

Title I - Institutional Children

Analysis was made of the thirteen children from the Carrie-Steele-Pitts Home who have been students at Towns school for three years. Table 6 shows that pre-post records were not available for five of them due to temporary assignment to another school (Whitaker Center) or absence from school at the time of testing. Three others are assigned to special groups for Educable Mentally Retarded (EMR). The mean gain for the group for whom scores are available is .5. This is equal to the mean gain from one grade to the next for all Towns' students. The city-wide gain of all Title I pupils is .6. These figures suggest that, in spite of the severe handicaps imposed on the Pitts Home children by their environment, the faculty at Towns is able to assist them to develop intellectually at a rate similar to their elementary school-age peers of similar socio-economic status.

Title IV-A Day Care Center

The day care center at Towns, supported by Title IV-A funds was opened initially in February and was not in full operation for several weeks after that. Its short span of existence makes evaluation of the growth of children impossible. However, the children have been assessed to establish their developmental levels in several areas. The Southern Regional Education Board (SREB) tests were used for this analysis in April of the 72-73 school year. Table 7 shows the per cent of children in each age group who were at a developmental level comparable to growth rate norms established by Southern Regional Education Board (SREB). It can be seen clearly that the cognitive area of development is by far the one in greatest need of development.

Parent Opinions

The 55 parent opinion questionnaires which were returned to the researcher reflected many similar opinions. This is very likely a result of the regular meetings which are held at the school for the purpose of discussing and clarifying problems and issues.

In the category of the best things about the school the most frequently stated items were the following:

A. Free lunch.
B. Day Care for young children.
C. Provisions are made for early arrivals in the morning.
D. Parents are kept informed about school events.
E. The principal is helpful.

TABLE 6

READING PROGRESS FROM THE METROPOLITAN ACHIEVEMENT TESTS OF CHILDREN FROM CARRIE-STEELE-PITTS HOME WHO HAVE BEEN AT TOWNS FOR THREE YEARS

Pupil	Grade	Pre-Post Gain
1	4th	.1
2	5th	.8
3	Whitaker Center	
4	5th	.1
5	6th	.7
6	EMR	.4
7	No tests, chronic absentee due to allergies	
8	EMR	-.3
9	4th	.5
10	7th	No Posttest
11	5th	No Posttest
12	EMR	No Posttest
13	EMR	1.0
		Mean Gain .5

Note: 1. City-wide gain of Title I pupils is .6.
2. Of those with no posttest one ran away, the others were absent due to illness.
3. Gain of all Title I pupils at Towns .4.
4. Mean gain from one grade to the next for all Towns students: .5.

TABLE 7

PRESCHOOL PROGRAM
APRIL, 1973

	Cognitive	Social & Emotional	Motor Skills	Hygiene	No. of of Pupils
2 years	0	.84	.16	0	6
3 years	0	.80	.20	1.00	5
4 years - 5 years	0	.12	.18	.12	18

Other good things pointed to were the school's convenient location, the streets are not heavily travelled, a good music program, and older and younger children are separated for their various activities.

Reported as the worst things about the school were five items repeated as many as four times. They were:

A. Lunch is not always hot and well seasoned.
B. Not enough water fountains.
C. Poor janitorial services.
D. The building is too hot in warm weather.
E. Not enough grass and trees around playground.

Others mentioned but not so frequently were litter on the school grounds, no physical education, lack of rain shelter between portables and main building, no bathroom or water fountains in portables, and lack of mirrors in restroom.

In the category of needs, six items were repeated four or more times. They were: full-time art teacher, full-time physical education teacher, patrol lady at street crossing, gymnasium and equipment, a middle school, expanded music program.

Other suggestions included: greater program for slow learners, community school for parents and dropouts, more extra-curricular activities, smaller classes for more individualized teaching, and teach children a greater sense of responsibility.

Opinionnaire On Attitude Toward Education

This instrument was administered to a sample of Towns teachers (N = 22) and the results compared with other schools in the Atlanta system and with scores of some teachers-in-preparation at Georgia State University, as well as with national norms. The following Rank-Order Tabulation (Table 8) shows the results.

TABLE 8

RANK-ORDER OF SCORES OF TEACHERS, AIDES, COLLEGE STUDENTS, AND NATIONAL NORMS ON OPINIONNAIRE ON ATTITUDES TOWARD EDUCATION IN 3 CATEGORIES

I.	Pre-service College Students:		
	Elementary Female	43.7	
	Secondary Female	40.2	Mean: 40.9
	Secondary Male	38.8	
II.	National Norm		
	Elementary Female	37.6	
	Elementary Male	36.4	Mean: 36.3
	Secondary Female	33.8	
	Secondary Male	33.5	
III.	Atlanta Schools (34 Elementary Title I)		
	Highest	40.0	
	Towns	35.3	Mean: 36.2
	Lowest	34.1	

Attitude Toward School

Pre and post tests were administered to pupils at Towns School. Results of the tests are not available as the test booklet, raw scores, and pretest tabulation were lost in the process of tabulating posttests at a time when several changes in personnel in the Division of Research and Development occurred.

XI. COST ANALYSIS

Table 9 presents the findings of an analysis of the funds from all sources expended at Towns Elementary School. The resources beyond general funds came from Comprehensive Instructional Program, Title IV-A Bankhead Center, Title I regular program, Title IV-A Day Care program, and Title II.

In all categories, the greatest cost lay in the area of salaries for persons in the program, with compensatory funds contributing $915.70 per pupil, and general funds $574.99 per pupil. Among the compensatory funds, the greatest source is the Title IV-A Day Care Center, contributing $492.69 per pupil. If this were computed for hours of service rendered, it might be viewed as a considerable bargain since the day care service covers eleven hours; whereas, the per pupil expenditure for instructional service represents considerably less: 6½ contract hours plus the teacher preparation and professional activities time. Much of the day care activities may be done by paraprofessionals; whereas, the instructional program is directed by professional, salaried personnel.

XII. CONCLUSIONS AND RECOMMENDATIONS

The Findings for Towns Elementary School indicate that its pupils perform academically in a manner not unlike the pupils in other schools of similar socio-economic status. The opinion of parents and the attitudes of the teachers do not vary markedly from the opinions and attitudes in other schools. The strength of the school academically is indicated by the fact the pupils' performance is slightly above that which could be expected considering limitations imposed by environment; and by their rank in the top half of Atlanta schools in relation to national norms.

Noteworthy in the school program are the amount of time some of the Towns teachers give to outside-class activities, and the school/community/parent involvement activities that take place. It appears that many of the school staff make a concerted effort to deliver supportive instructional service to their students, beyond that required by their teaching contract.

One of the great concerns at Towns is the responsibility for the instruction of the children from Carrie-Steele-Pitts Home. Even with the Title I Counselor and Aide, there is not sufficient personnel

TABLE 9

COST ANALYSIS
1972-73
TOTAL AVERAGE DAILY ATTENDANCE (KDG. - 71 = 616

	Grades									
	PreKdg.	Kdg.	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Average
Average Daily Attendance	34	57	71	82	63	90	77	71	71	616
Per Pupil Cost										
A. General										
1. Regular										
a. Salary	$ 532.40	$532.40	$532.40	$532.40	$532.40	$532.40	$532.40	$532.40	$532.40	$532.40
b. Nonsalary	42.59	42.59	42.59	42.59	42.59	42.59	42.59	42.59	42.59	42.59
c. Total	$ 574.99	$574.99	$574.99	$574.99	$574.99	$574.99	$574.99	$574.99	$574.99	$574.99
2. CIP										
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Nonsalary	-0-	-0-	1.87	1.87	1.87	-0-	-0-	-0-	-0-	0.66
c. Total	$ -0-	$ -0-	$ 1.87	$ 1.87	$ 1.87	$ -0-	$ -0-	$ -0-	$ -0-	$ 0.66
3. Total General Funds										
a. Salary	$ 532.40	$532.40	$532.40	$532.40	$532.40	$532.40	$532.40	$532.40	$532.40	$532.40
b. Nonsalary	42.59	42.59	44.46	44.46	44.46	42.59	42.59	42.59	42.59	43.25
c. Total	$ 574.99	$574.99	$576.86	$576.86	$576.86	$574.99	$574.99	$574.99	$574.99	$575.65
B. Compensatory Funds										
1. Bankhead Center IV-A										
a. Salary	$ 421.89	$ 12.33	$ 12.33	$ 12.33	$ 12.33	$ 12.33	$ 12.33	$ 12.33	$ 12.33	$ 34.93
b. Nonsalary	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
c. Total	$ 421.89	$ 12.33	$ 12.33	$ 12.33	$ 12.33	$ 12.33	$ 12.33	$ 12.33	$ 12.33	$ 34.93
2. Title I (Regular)										
a. Salary	$ -0-	$ -0-	$ 40.38	$ 40.38	$ 40.38	$ 40.38	$ 40.38	$ 40.38	$ 40.38	$ 34.42
b. Nonsalary	-0-	-0-	0.71	0.71	0.71	0.71	0.71	0.71	0.71	0.61
c. Total	$ -0-	$ -0-	$ 41.09	$ 41.09	$ 41.09	$ 41.09	$ 41.09	$ 41.09	$ 41.09	$ 35.03
3. Title IV-A Child Day Care										
a. Salary	$ 411.87	$ 12.03	$ 12.03	$ 12.03	$ 12.03	$ 12.03	$ 12.03	$ 12.03	$ 12.03	$ 34.10
b. Nonsalary	80.82	2.36	2.36	2.36	2.36	2.36	2.36	2.36	2.36	6.70
c. Total	$ 492.69	$ 14.39	$ 14.39	$ 14.39	$ 14.39	$ 14.39	$ 14.39	$ 14.39	$ 14.39	$ 40.80
4. Title II										
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Nonsalary	1.12	1.12	1.12	1.12	1.12	1.12	1.12	1.12	1.12	1.12
c. Total	$ 1.12	$ 1.12	$ 1.12	$ 1.12	$ 1.12	$ 1.12	$ 1.12	$ 1.12	$ 1.12	$ 1.12
5. Total Compensatory Funds										
a. Salary	$ 833.76	$ 24.36	$ 64.74	$ 64.74	$ 64.74	$ 64.74	$ 64.74	$ 64.74	$ 64.74	$103.45
b. Nonsalary	81.94	3.48	4.19	4.19	4.19	4.19	4.19	4.19	4.19	8.43
c. Total	$ 915.70	$ 27.84	$ 68.93	$ 68.93	$ 68.93	$ 68.93	$ 68.93	$ 68.93	$ 68.93	$111.88
C. Total Per Pupil Cost										
1. Salary	$1,366.16	$556.76	$597.14	$597.14	$597.14	$597.14	$597.14	$597.14	$597.14	$635.85
2. Nonsalary	124.53	46.07	48.65	48.65	48.65	46.78	46.78	46.78	46.78	51.68
3. Total	$1,490.69	$602.83	$645.79	$645.79	$645.79	$645.79	$645.79	$645.79	$645.79	$687.53
Predicted Achievement Quotient	--	--	--	108	114	106	103	102	94	101
Cost Per Unit of Predicted Achievement Quotient										
A. General	--	--	--	$ 5.35	$ 5.06	$ 5.43	$ 5.59	$ 5.64	$ 6.12	$ 5.70
B. Compensatory	--	--	--	0.64	0.61	0.65	0.67	0.68	0.74	0.69
C. Total	--	--	--	$ 5.99	$ 5.67	$ 6.08	$ 6.26	$ 6.32	$ 6.86	$ 6.39

to provide the remedial work in reading for these children as well as the immense amount of psychological counseling needed to help them over their emotional obstacles. It seems reasonable that children whose problems required their lodging in a special institution would reflect these problems in atypical classroom behavior. Some of the institutional children are in special classes for the educable mentally retarded but there are no special classes for those with other kinds of deviations from normal. The one aide and the one counselor are hard pressed to spread themselves effectively through out all classes in the school. It is highly recommended that Title I funds be sought for help with the group of children with special needs.

APPENDIX

QUESTIONNAIRE FOR PARENTS

SCHOOL _____

Parents: Please answer these questions about the elementary school your children attend. Do not put your name on the form. Put the form in the addressed, stamped envelope attached and put in the U. S. Mail. Please do this immediately, as we would like to use the information we get to help in planning for school for the coming school year.

1. How many children do you have in this school?
   Boys _____ Girls _____

2. This school is good for my children.
   Check one: Yes _____ No _____

3. The best thing about this school is _____
   _____
   _____
   _____

4. The worst thing about this school is _____
   _____
   _____
   _____

5. To help my children most, this school needs to _____
   _____
   _____
   _____
   _____
   _____
   _____

HMB:bb
4/18/73